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ABSTRACT

This second updated bibliography lists 79 document abstracts retrieved from the ERIC collection and "Dissertation Abstracts." It includes journal literature covering the defined civil rights of students at the high school and college levels and recent legal pronouncements. (Author)

ED105358

searchlight

Relevant Resources in High Interest Areas

1U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search covers the defined civil rights of students at the high school and college levels, and recent legal pronouncements. (79 document abstracts retrieved)

$1.50

CG 400 110

School Discipline and Student Rights

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the EDRS Order Blank at the back of this packet.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 069 574 SO 004 902

Cuban, Larry, Ed

Youth as a Minority: An Anatomy of Student Rights.

National Council for the Social Studies, Washington, D.C.

Pub Date 72

Note—159p.; Teaching Social Studies in an Age of Crisis—No. 4

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($3.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Activism, Educational Change, Educational Improvement, Relevance (Education), *Student Opinion, *Student Rights, Student Role, *Student Teacher Relationship, *Youth Problems

This booklet explores student rights, presents student and teacher viewpoints, and offers ways to democratize the classroom. Sixteen chapters arranged into four major parts each contain an overview written by Larry Cuban, viewpoints mostly from periodical or book reprints, and other articles pertinent to the major topic. The first overview, Youth as a Minority, discusses the need to halt stereotyping of youth. Nat Henoff summarizes the recent movement for increased student rights and the courts' relationship to that movement. Part II deals with student activism, providing an overview explaining student unrest and dissent. Relationships between teachers and students are examined in Part III, the overview suggesting that when teachers stereotype students the development of a humane relationship between the two is hindered. Three students discuss the strength and weaknesses of their teachers; two teachers involve themselves in a dialogue; a teacher describes his experiences in urban classroom; and suggestions are given on how teachers can break the habit of stereotyping students. The last part offers an overview of changes teachers can make toward humanizing school; viewpoints on student-recommended changes; and a system toward democratic student government. (SJM)

ED 070 752 SP 005 973

Haberman, Martin

Students' Rights: A Guide to the Right of Children, Youth and Future Teachers.

Pub Date [72]

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Records, *Civil Rights, Dress Codes, *Educational Change, Federal Laws, Freedom of Speech, School Administration, *School Law, Search and Seizure, *Student Rights, *Teacher Education

After a preface in which Judge Robert Landry cites the importance of the Galt Decision, the paper summarizes the rights of students in elementary and secondary schools. This is presented through case histories. The decisions are grouped into the categories of freedom of expression, search and seizure, dress and grooming, invasion of privacy, and discipline. The rights of students in programs of teacher education are then discussed in ten parts: the right of equal opportunity; the right of freedom of assembly and association; the right of petition; the rights of due process and equal protection; the rights of speech and press; the right of freedom of religion; the rights of person, property, and privacy; the right to dissent; the right against self-incrimination; and the right to trial by jury of peers. The final section presents a Bill of Rights for future teachers. Student teachers' and interns' rights are elaborations and extensions of the previous analysis on the rights of children and youth in lower schools. (Author)

ED 071 171 EA 004 758

Kleeman, Richard P

Student Rights and Responsibilities: Courts Force Schools To Change. An Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-12814, $4.00, Quantity Discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Activism, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Pregnant Students, School Law, *School Policy, Search and Seizure, Secondary School Students, *Student Participation, Student Records, *Student Responsibility, *Student Rights, *Student School Relationship

Identifiers—Married Students

This report examines some of the changes taking place in the schools as a result of a growing recognition by the courts, as well as by parents and educators, that "students are persons." The author discusses recent developments affecting student rights, student responsibilities, and student participation in school governance. Discussed are students' rights to freedom of speech and due process, freedom from unreasonable searches and seizures, the right of privacy as it affects student records, and the rights of pregnant and married students. Appendixes contain (1) tables showing State action affecting student rights, (2) a copy of the Maryland ACLU bill of Rights, (3) sample local policies, and (4) sample dress codes. (JF)

ED 071 195 EA 004 796

Student Rights Litigation Packet. Revised Edition.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 72

Note—450p.

Available from—Center for Law and Education, Harvard University, 38 Kirkland Street, Cambridge, Massachusetts 02138 ($7.00)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Court Cases, Discipline, *Due Process, *Freedom of Speech, Legal Aid, *Marital Status, Police Action, Police School Relationship, *Pregnant Students, Secondary School Students, *Student Rights

Identifiers—*Corporal Punishment, Married Students

This package of materials is designed to be of help to Legal Service attorneys who are, or who are about to be, active in the area of student rights in secondary schools. The materials consist mainly of complaints and supporting legal memoranda from recent student rights cases. The conception of student rights that the materials reflect is a traditional one, encompassing primarily questions involving freedom of expression, personal rights, and procedural fairness. The typical plaintiff in the cases is a high school or junior high school student who has been suspended, expelled, transferred, or otherwise disciplined because of something he said, or did, or wrote, or because of the way he wore his hair. While most of the cases focus on the question of whether or not school officials had the legal right to act as they did, some others are directed more toward the fairness of the procedures by which the disciplinary action was handled. Often both issues appear in the same case. (Author)

ED 073 524 EA 004 832

Glasser, Ira Levine, Alan

New York Civil Liberties Union Student Rights Project Report on the First Two Years, 1970-1972.

New York Civil Liberties Union, N.Y.

Pub Date Sep 72

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Board of Education Policy, Discipline, *Due Process, Educational Accountability, *Freedom of Speech, Principals, *Search and Seizure, Sex Discrimination, Student Records, *Student Rights, Superintendents, Teacher Associations

Identifiers—Legal Services, *New York City, Student Rights Project

This report (1) describes how the project disseminated information about student rights through a student rights handbook, a student rights news service, and speaking engagements; (2) outlines the nature of project services that help students obtain their rights; (3) describes procedures for enforcement of student rights; (4) discusses school rights as they were affected by selected areas of school administration; and (5) describes legal and administrative actions the project has pursued in redressing wrongs of particular students. (JF)

ED 074 053 SP 006 279

Starkey, John D. And Others

Discipline: Are Older Teachers More Liberal Than Younger Ones?

Pub Date [72]

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Age Differences, *Class Management, *Classroom Arrangement, Classroom Techniques, Discipline, *Discipline Policy, Student Teacher Relationship, *Teacher Attitudes

A questionnaire was administered to 356 teachers and administrators enrolled in graduate courses at Northern Illinois University. The participants were divided into four age groups: 18-26, 27-33, 34-40, and over 40. The questionnaire investigated attitudes concerning the initiation of classroom discipline, effective methods for classroom discipline, and the effect of class structure on discipline. It was found that participants over 40 years of age are more liberal in many views concerning discipline than participants under 27 years of age. It was suggested that better classroom discipline will result from a) the principal's support of the teacher's view of a reasonable classroom, b) parent-teacher conferences concerning children with discipline problems, c) the establishment of discipline rules in the first few days of class, and d) a variation of teaching methods in the maintenance of discipline. It was also found that class structure was not effective in the maintenance of classroom discipline. (BRB)

ED 075 474 TM 002 552

Carter, Kyle R

Techniques to Improve Classroom Control and Instruction.

Pub Date 72

Note—6p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately, see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavior Change, Behavior Problems, Class Management, *Discipline, School Psychologists, Seminars, Student Participation, *Teacher Behavior, *Teaching Methods

The school psychologist's job is to insure that the school setting is as conducive to learning as possible, stimulating children to respond to instruction and discouraging misbehavior that serves to avoid instruction. Many teachers do not realize the full implications for children of their actions and verbalizations. A teacher's behavior can extinguish the child's enthusiasm for learning and encourage misbehavior. Studies have shown that the amount of actual learning behavior emitted by students is relatively small when compared to the teacher's verbalizations. Both the type of instructional program that should be employed and the type of controlling methods to be used in obtaining appropriate behavior should be considered. Punishment merely suppresses inappropriate behavior, while ignoring misbehavior can be more effective. If this is not practical or effective, a combination of punishment and reinforcement of appropriate behavior can be used. In a procedure called time-out, the child who misbehaves is physically removed from the situation and placed in an environment free from stimuli reinforcing misbehavior. The best method is to reinforce good behavior. Most behavior problems could be eliminated and instruction enhanced if classrooms allowed for individuality in learning rates, active participation by students, and reinforcement for good behavior or academic achievement. (For related documents, see TM 002 548-551, 553-559.) (KM)

ED 077 113 EA 005 026

Reeve, Jay W

Confidentiality of Student Records.

Pub Date 19 Mar 73

Note—4p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Principles, *Confidentiality, *Confidential Records, Speeches, *Student Records, *Student Rights

In this speech, the author outlines recent social and judicial trends affecting the confidentiality of records and suggests methods for improving student records handling. (JF)

ED 077 847 SP 006 153

Webster, Gerald

Project IDEALS, Personal Development, Part III: Discipline, Student-Parent Relationships, Peer Relationships, Teacher Effectiveness, Guidance and Counseling.

Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-4-8-066640-0066-056

Note—86p.

Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Communication, *Discipline, *Guidance Programs, *Peer Relationship, Student School Relationship, *Student Teacher Relationship, *Teacher Influence

This is a booklet in the Project IDEALS series concerning personal development/social behavior. The first section details the various aspects and innovations concerning student discipline. Sections two and three deal with student parent relationships and peer relationships respectively. A fourth section discusses teacher effectiveness in the classroom, and section five presents innovations in computer-assisted guidance and counseling. Bibliographies are included at the end of each chapter. (JB)

ED 078 579 EA 005 260

Johnson, Donald V.

Student Disciplinary Codes -- What Makes Them Tick.

Pub Date Feb 73

Note—8p.; Paper presented at National Association of Secondary School Principals Annual Conference (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Discipline, Dropout Rehabilitation, Due Process, *High School Curriculum, *School Policy, Speeches, *Student Responsibility, *Student Rights

In this speech, the author describes how one school developed discipline guidelines with the cooperation of staff, parents, and students. Due process procedures, types of discipline, and an alternative out-of-school program for adjustment students (those who have experienced chronic or serious disciplinary problems in the school) are described. (KF)

ED 082 363 EA 005 483

Jones, J. William

Discipline Crisis in Schools: The Problem, Causes and Search for Solutions. Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date 73

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-13445, $4.75, Prepayment requested)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Court Cases, *Discipline, Discipline Problems, Drug Therapy, Humanization, Hyperactivity, *Parent Role, Public Schools, Student Rights, *Teacher Role, Vandalism, *Violence

Identifiers—*Corporal Punishment

Statistics bear out comments by concerned administrators that across the nation teachers are working in a state of fear, at times subjected to assaults, harassment, intimidation, and rape; and that unlawful and violent acts by students on campuses have occurred with so much more openness and defiance than in the past that the physical safety of individual students is in jeopardy. This report explores the causes of this breakdown in discipline and discusses conflicting viewpoints on what to do about the problem including whether or not corporal punishment should be permitted. The report also examines what courts have said about discipline. In discussing solutions to the problem, the report examines the use of drugs to control hyperactive children and provides guidelines for teachers and parents. (JF)

ED 082 403 EC 052 603

Murphy, Lois B. Leeper, Ethel M.

Away from Bedlam, Caring for Children, Number Four.

Child Development Services Bureau (DHEW/SCD), Washington, D.C.

Spons Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—DHEW-OCD-73-1029

Pub Date 73

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.45)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Care Centers, Child Care Occupations, *Class Management, *Discipline, *Early Childhood Education, Guidelines, *Teacher Role

The booklet is the fourth in a series on the ways that child care centers can contribute to the healthy growth and development of preschool children, and focused on is the prevention of bedlam. Bedlam in a child care center is seen to be caused by frustration, anger, too much noise, overstimulation, reaction to teacher, contagion, or change in routine. It is suggested that the teacher reduce the irritants that lead to bedlam by arranging furniture to cut down on disruptive intrusions, careful planning of activities, recognizing individual needs, fixing limits on behavior, coping with a child's frustration, gaining obedience, and preparing children for changes. It is recommended that the teacher handle the disruptive child by dispelling anger, quieting the upset child, using appropriate discipline, and encouraging the development of self control. It is suggested that if bedlam should break loose the teacher should try to understand the cause or causes and use remedies such as playing out feelings or singing. Stressed is the importance of an orderly atmosphere for a successful child care program. (For other booklets in the series see EC 052 600 through EC 052 602 and EC 052 604). (DB)

ED 083 933 HE 004 803

Cazier, Stanfield

Student Discipline Systems in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.

Report No—ERIC-HE-RR-7

Pub Date 73

Note—53p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Court Cases, *Discipline, *Discipline Policy, *Higher Education, Literature Reviews, Student Rights

This paper reviews the literature that documents both the central events and commentary on the important developments in student discipline. Following a brief historical overview and an analysis of the implications of the precedent-setting Dixon case (1961), which has strongly stimulated and influenced recent developments in student discipline systems, the author devotes extensive discussion to the issues of substantive and procedural due process. (MJM)

ED 087 084 EA 005 710

Stanshine, Phyllis M.

Approaches to School Discipline. A Selected Review of the Literature No. 2. Reviews of Research.

Maryland State Dept. of Education, Baltimore. Div. of Research, Evaluation, and Information Systems.

Pub Date Oct 73

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Child Psychology, *Discipline, Discipline Problems, Elementary Schools, Goal Orientation, *Literature Reviews, Models, Reinforcement, Secondary Schools, *Student Behavior

Identifiers—Adlerian Psychology

This pamphlet first describes the various ways in which discipline can be defined. Two models for dealing with classroom discipline are then presented. The first model--psychoanalytic--emphasizes the importance of understanding in dealing with discipline problems. In contrast, the second model--behavior modification--focuses on the various techniques, e.g., reinforcement and modeling, as procedures for classroom management. The ideas presented in this pamphlet are based both on scholarly opinion and on empirical investigation. (Author/JF)

ED 087 090 EA 005 831

Howard, Eugene R. *Jenkins, John M.*

Improving Discipline in the Secondary School. A Catalogue of Alternatives to Repression. An Occasional Paper.

CPK, Ltd. Denver, Colo.

Pub Date [70]

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Guides, Communication Problems, Decision Making, *Discipline, Discipline Policy, *Educational Environment, *Humanization, *Organizational Change, Organizational Climate, School Environment, *Secondary Schools, Values

The usual approach to improving discipline in the schools is the repressive approach — more rules, stricter enforcement, more efficient pupil surveillance, suspensions of privileges, or additional rules imposed by the board of education. School administrators, faced with increased public concern and lacking well-defined alternatives to such repressive measures, tend to accede to public pressure, thereby making matters worse. This paper is designed to serve the educator who wants to take positive rather than negative steps towards improving school discipline. The projects suggested here, taken together, should add up to a comprehensive effort to modify the learning environment. Three major pieces of this environment are considered here — the belief and value system of the school, the school's communications system, and the manner in which decisions are made within the institution. Significant changes in these important components of the institution should do much to remedy the causes of discipline problems. (Author)

ED 087 129 EA 005 872

Larson, A. William

Making Student Rights and Responsibilities Meaningful.

Pub Date 24 Feb 74

Note—12p.; Paper presented at American Association of School Administrators Annual Convenience (106th, Atlantic City, New Jersey, February 22-26, 1974)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, *Administrative Principles, Arbitration, *Due Process, Elementary Schools, Models, Secondary Schools, Speeches, Student Participation, *Student Responsibility, *Student Rights

Awareness of, and accord with, the requirements of the law are only a part of the process of making rights and responsibilities meaningful. Sensitive, forward-looking school administrators should seize the day to eliminate a potential cause of future disruptions, with attendant confrontation politics, by establishing procedural due process — PDP for students — to give real meaning to the professed commitment to the rights embraced in substantive due process. The full flowering of student rights will lead inevitably to recognition of, and reaction to, student responsibilities. Implied is the concept that students have the right to participate in the development of a code of conduct that spells out both rights and responsibilities. Meaningful student responsibilities will depend upon meaningful educational programs conducted by well qualified teachers under the direction of unquestionably competent administrators. (Author)

Journal Articles

EJ 068 172 230 AA 514 242
Public School Policies on Married Students Brown, B. B., *Education Digest*, v38 n4, pp48-9, Dec 72
*Marital Status, *Student Rights, *School Policy, *Court Cases, High School Students, School Law, [*Texas]
Report on Texas schools and relevant court cases. (SP)

EJ 068 177 230 EA 503 167
School Bells and Wedding Bells Corns, Ray, *Journal of Law and Education*, v1 n4, pp649-657, Oct 72
*Pregnant Students, *Student Rights, *Student School Relationship, *After School Activities, Court Cases, Suspension, Expulsion, Equal Protection, Marital Status, [*Married Students]
Discusses recent judicial trends affecting the rights of married and/or pregnant students to attend school or participate in extracurricular activities. (JF)

EJ 069 804 230 AA 514 460
Children's Rights: An Introductory Sociological Overview Calkins, Carl F., And Others, *Peabody Journal of Education*, v50 n2, pp89-109, Jan 73
*Civil Rights, *Child Welfare, *Sociology, *Social Structure, Children, Social Responsibility, Child Role, Laws, Childhood Needs, [*Childrens Rights]
This presentation provides the reader not only a summary of information regarding children's rights, but also suggests a method of analysis that relates children's rights to issues of social structure and social process. (Authors)

EJ 069 805 230 AA 514 461
Does a Child Have a Right Not to Be Brainwashed by Adults? Williams, Avon N., Jr., *Peabody Journal of Education*, v50 n2, pp110-3, Jan 73
*Civil Rights, *Children, *Supreme Court Litigation, *Racial Attitudes, Southern Attitudes, [*Childrens Rights]
Author discusses events following the 1954 Supreme Court School Desegregation decision and states that in the dilatory approach to desegregation there was an implicit juridical disregard if not negation of individual freedom for children. (Author/CB)

EJ 069 806 230 AA 514 463
The Uses of Litigation: The Right of Retarded Children to a Free Public Education Gilhool, Thomas K., *Peabody Journal of Education*, v50 n2, pp120-7, Jan 73
*Civil Rights, *Retarded Children, *Public Education, *Court Litigation, State Action, State Laws, [*Childrens Rights, Pennsylvania]
Article concerns the case of Pennsylvania Association for Retarded Children, Nancy Beth Bowman, et al. v. Commonwealth of Pennsylvania, et al. (CB)

EJ 069 809 230 EA 503 253
Regulating Student Behavior Without Ending up in Court Ladd, Edward T., *Phi Delta Kappan*, v54 n5, pp304-309, Jan 73
*Student Behavior, *Student Rights, *Court Litigation, *Administrative Problems, *Due Process, *Governance, School Law, Authoritarianism, Power Structure, Civil Liberties
Abetted by the courts, "the tide of anti-authoritarianism will not abate, and educators must devise strategies for dealing with it. Presents strategies consistent with the Madisonian concept of human rights. (Author)

EJ 069 816 230 HE 503 750
The Case Is Clear When It Comes To Search and Seizure: College Officials Must Understand Student Rights Giermanski, James R., *College and University Business*, v54 n1, pp38, 40-41, Jan 73
*Higher Education, *Search and Seizure, *Student School Relationship, *Student Rights, *Law Enforcement, Laws
College officials must understand and respect student rights when it comes to search and seizure. (Editor/HS)

EJ 069 819 230 RC 501 118
Educators and the Courts Norman, Douglas, Stollar, Dewey H., *Tennessee Education*, v1 n1, pp19-39, Spr 71
*Court Litigation, *Due Process, *Administrative Personnel, *Student Rights, *Teachers, Discipline Policy, Legal Problems, Students
Suggests methods by which school administrators can avoid lawsuits and can provide due process procedures within the school. (NQ)

EJ 073 103 230 AA 515 382
Student Communication Rights Triezenberg, George, *NASSP Bulletin*, v57 n372, pp13-23, Apr 73
*Freedom of Speech, *Student Rights, *Administrative Policy, *Court Litigation, Court Cases, School Newspapers, Administrator Role, Political Issues
Speech rights of students outside the classroom, school and underground newspapers, political speech on and off campus, and the right to hear political speakers are all treated in this article. (Editor)

EJ 073 104 230 AA 515 383
The Constitution, the Courts, and Long Hair Johnson, T. Page, *NASSP Bulletin*, v57 n372, pp24-33, Apr 73
*Court Litigation, *Student Rights, *Laws, Freedom of Speech, Due Process, [*Long Hair, Constitution]
Article reviews court decisions on the issue of male students' right to wear long hair styles in school. Author summarizes by suggesting probable outcomes of hair-style cases in the various states. (Editor/CB)

EJ 073 112 230 EA 503 358
Pupils Phay, Robert E., *Yearbook of School Law*, pp159-199, 72
*Court Cases, *Student Rights, *Due Process, *Fees, *Student Transportation, Freedom of Speech, Dress Codes, Search and Seizure, Pregnant Students
Reviews 1972 State and Federal court decisions relating to student rights, corporal punishment, sex education, student fees, and pupil transportation. (JF)

EJ 073 123 230 EA 503 517
The Student-Institution Relationship in Public Higher Education Clowes, Darrel A., *Journal of Law and Education*, v2 n1, pp127-136, Jan 73
*Higher Education, *Student College Relationship, *Court Cases, *Due Process, *Student Rights, Student Responsibility, School Law
Examines the court influenced changes in student-college relationships. Finds that tests of regulations currently used by courts include such terms as "substantial justification," "appropriate reason," "chilling effect," or "prior restraint." (JF)

EJ 076 266 230 AA 513 801
Upheaval in School Law George, Thomas W., *NASSP Bulletin*, v57 n373, pp118-26, May 73
*School Law, *Court Cases, *Due Process, *Administrative Problems, Teacher Militancy, Student Rights, Sex Discrimination, Discipline, Teacher Administrator Relationship, Student School Relationship
Presented here is a review of court cases documenting a period of revolutionary transition in the relationships of administrators, teachers and students. (Editor)

EJ 077 922 230 HE 504 143
Searches and Seizures Hollister, C. A., *College Management*, v7 n12, pp22-24,35, Dec 72
*Higher Education, *Student Rights, *Search and Seizure, *Student School Relationship, *School Law
Four federal district court findings on the Fourth Amendment rights of college students. (Editor)

EJ 077 923 230 HE 504 243
They Got What They Asked For Botzek, Gary, *College Management*, v7 n5, pp8-10, May 72
*Higher Education, *Student Government, *Student Participation, *Student School Relationship, *Governance, Activism
A student sit-in at St. Cloud State College led to a year's experiment in representative government on campus. (Editor/PG)

EJ 079 608 230 EA 503 868
Student Rights of Political Expression Reutter, E. Edmund, Jr., *IAR Research Bulletin*, v13 n4, pp1-2,10, Jun 73
*Student Rights, *Legal Problems, *Freedom of Speech, *Court Litigation, *Administrative Policy, Civil Rights, Discipline, Conflict, Politics
The appellate courts do not agree that the precedential value of the Tinker decision is nullified when a school system is confronted with disciplinary activities. It is recommended there be inquiry and establishment of substantial fact by administrators in such cases. (Author/JN)

EJ 079 610 230 EA 503 899
Why the Courts Will Allow School Officials To Treat Students Unfairly -- Up to a Point Hollister, C. A., *American School Board Journal*, v160 n7, pp37-39, Jul 73
*Court Litigation, *Board of Education Policy, *Student Rights, *Discipline Policy, *Due Process, Court Cases, School Law, Student Behavior, Student School Relationship, [Corporal Punishment]
Asserts that courts are today handing down decisions in matters they would previously have avoided. Warns that board sovereignty and rights of local control will be protected by the courts, but only if the boards act fairly and reasonably. The author presents five court cases and invites readers to determine whether their decisions would have been the same as those of the courts. (Author/WM)

EJ 080 529 020 EA 503 998
Expulsions and Due Process Winston, Sheldon, *Phi Delta Kappan*, v54 n10, pp699, Jun 73
*Due Process, *Expulsion, *Student Rights, *Discipline Policy, *Board of Education Policy, [Corporal Punishment]
A statement of policy which emphasizes due process but focuses discussion on the expulsion itself. (Author)

EJ 081 261 230 EA 503 978
Protect Children's Rights and You'll Protect Local Control. V -- On the Rights of Children Hollister, C. A., *American School Board Journal*, v160 n8, pp23-24, Aug 73
*School District Autonomy, *Student Rights, *Board of Education Policy, *State School District Relationship, Civil Liberties, Administrator Guides, Due Process, Court Role, Student School Relationship
Concludes a service on the rights of children. Claims that courts and legislators will restrict school boards that continue to abuse their power and authority. School board members are advised to champion children's rights. Some general guidelines are provided that school boards can apply to their own policies on student rights. (Author/WM)

EJ 081 264 230 EA 503 997
Due Process and the Principal Ritchie, Richard M., *Phi Delta Kappan*, v54 n10, pp697-698, Jun 73
*Due Process, *Student Rights, *Court Cases, *Principals, *Student School Relationship

EJ 082 622 EA 504 03
Due Process of Law in School Discipline: Recent Decisions *Inequality in Education* n14, pp55-66 Jul 73
*Court Cases, *Due Process, *Student Rights, *Discipline, *Discipline Policy, College Students, High School Students
Summarizes and comments on decisions bearing on students' rights to due process of law in school discipline. (Author)

EJ 082 676 EC 052 223
Discipline: Perspective Prescription for Giftedness Isaacs, Ann F., *Gifted Child Quarterly*, v17 n1, pp10-35, Spr 73
*Exceptional Child Education, *Gifted, *Research Reviews (Publications), *Discipline, *Creative Development, Self Control, Reinforcement, Questionnaires

EJ 083 904 AA 516 614
Students' Rights - A Program That Works Herman, Jerry, *Clearing House*, v48 n1, pp54-8, Sep 73
*Student Rights, *Educational Planning, *Educational Policy, *Student Participation, *Student Leadership, Relevance (Education), Student Opinion, Boards Of Education, Program Development
Article deals with some positive actions that have been taken by the staff, administration, and board of education of Lewiston-Porter Central School of Youngstown, New York in regard to student involvement in the planning process. Specific methods of student involvement were briefly outlined. (Author/RK)

EJ 084 435 EA 504 075
Student Perceptions of Teacher Violations of Human Rights Buxton, Thomas H.; Prichard, Keith W., *Phi Delta Kappan*, v55 n1, pp66-69, Sep 73
*Student Rights, *Surveys, *Student Opinion, *Student Teacher Relationship, Court Cases, Secondary Schools
Reports on a study conducted among 815 high school students in three schools -- urban, suburban, and rural. The study revealed that 81 percent of the students perceive teachers to be violating the right to respect for their opinions. (Author)

EJ 085 555 AA 516 874
The Rights and Liberties of Students Martin, David V., *High School Journal*, v57 n1, pp24-38, Oct 73
*Civil Rights, *Civil Liberties, *Student Rights, *Public Schools, *Supreme Court Litigation, State Legislation, Student Behavior, Freedom Of Speech
Article provided an insight into the problems of students in securing their right to disagree and to freely express themselves. (RK)

EJ 085 912 EA 504 131
Dixon After a Decade: Ramifications and Interpretations Binder, John J., *School Law Journal*, v3 n1, pp49-60, Spr 73
*Due Process, *Student Rights, *Private Colleges, *Higher Education, *Discipline, Court Cases
Discusses how Dixon vs Alabama and more recent cases have affected due process for college students. Observes that there is currently an increased sensitivity and awareness to the fundamental rights of students that had not previously existed. (JF)

EJ 085 913 EA 504 132
Rights and Responsibilities on the College Campus -- an Overview Young, D. Parker, *School Law Journal*, v3 n1, pp61-73, Spr 73
*Student Rights, *Student Responsibility, *Activism, *Due Process, *Higher Education, Discipline
Reviews recent court cases dealing with college student rights. (JF)

EJ 086 584 PS 502 873
The Effect of Behavioral Context on Some Aspects of Adult Disciplinary Practice and Affect Stevens-Long, Judith, *Child Development*, v44 n3, pp476-484, Sep 73
*Discipline, *Elementary School Students, *Aggression, *Parent Child Relationship, *Parent Attitudes, Affective Behavior, Hyperactivity, Research Methodology
Elementary school children's parents responded to video-taped sequences portraying either an overactive, an underactive, or an average-active child. Generally supported hypotheses: (1) overactive children would be punished more severely than other children; (2) the label "emotionally disturbed" would influence adult responses, and (3) affect and choice of discipline would be correlated. (ST)

EJ 087 668 EA 504 204
A View of Some First Amendment Rights of College Students Hollister, C. A., *Journal of Law and Education*, v2 n4, pp637-665, Oct 73
*Student Rights, *College Students, *Due Process, *Equal Protection, *Court Cases
Discusses how the federal judiciary has sought to delineate the due process of law rights of students. Cases are reported to show what the courts have said about such substantive due process of law rights as freedom of religion, speech, press, and association. Reports a controversy in which the court concerned itself about procedural due process rights of students. Also examines what the judiciary has said about the equal protection rights of students. (Author)

EJ 088 800 AA 516 819
Is Due Process Changing the Role of the Assistant Principal? Boettcher, Brian E., *NASSP Bulletin*, v57 n375, pp75-80, Oct 73
*Assistant Superintendent Role, *Principals, *Due Process, *Discipline, *Student Rights, School Administration, Suspension, Expulsion
Considered the role of the assistant principal as arbitrator and mediator in conditions requiring measures of discipline. (RK)

EJ 089 036 AA 517 345
Good Discipline Through Contingency Management George, Paul S., *Clearing House*, v48 n3, pp145-49, Nov 73
*Discipline Policy, *Student Teacher Relationship, *Educational Strategies, *Positive Reinforcement, *Student Behavior, Public School Teachers, Operant Conditioning
Article considered methods for developing effective discipline and presented strategies designed for implementing discipline policy by teachers. (RK)

EJ 089 037 AA 517 346
Dynamic and Effective School Discipline Carnot, Joseph B., *Clearing House*, v48 n3, pp150-53, Nov 73
*Discipline, *School Policy, *Punishment, *Student Teacher Relationship, *Student Behavior, Student Teachers, Parent Child Relationship, Student Evaluation
Article analyzed the three most common approaches used by teachers to establish and maintain classroom discipline and considered what must be done to insure good behavior in the classroom. (RK)

EJ 089 425 EA 504 442
Two Tests To Take -- To Find Out If Yours Is a "Great" School Postman, Neil; Weingartner, Charles. *American School Board Journal*, v161 n1, pp23-26, Jan 74
*Evaluation, *Educational Change, *Educational Quality, *Evaluation Criteria, *Schools, Values
Provides the reader with a definition against which he can evaluate his own school. The definition consists of 27 statements, each describing one carefully developed "convention" (basic rule) of the ideal school. (Author/WM)

EJ 089 458 EA 504 475
Students' Right To Write and Distribute Pressman, Robert. *Inequality in Education* n15, pp63-83, Nov 73
*Student Rights, *Freedom of Speech, *Court Cases, *School Newspapers, *School Law, Secondary Schools, [Underground Publications]
Discusses the case law dealing with students' rights to prepare and distribute nonschool and school sponsored written materials, i.e., "underground" and official newspapers. (JF)

EJ 090 454 AA 517 212
Cumulative Records: Assault on Privacy Divoky, Diane. *NJEA Review*, v47 n4, pp16-8, Dec 73
*Civil Liberties, *Student Rights, *Communications, *Information Storage, *Student Records, Guidelines, Educational Policy, School Role, Recordkeeping, Computer Programs
Considered the problems of excessive accumulation of records, designed to assist schools in evaluating students, which ultimately invade the privacy of individuals. (RK)

EJ 090 462 AA 517 253
The Emerging Law of Due Process for Public School Students Mallios, Harry C. *High School Journal*, v57 n2, pp83-90, Nov 73
*Public Schools, *Due Process, *Student Rights, *School Administration, *Federal Court Litigation, Discipline Policy, Student Behavior, Supreme Courts, Educational Trends
The central theme of this discussion deals with the legal aspect and increasing prominence of due process of law as it relates to the rights of students in public schools. (Author)

EJ 090 654 AA 517 591
A Compromise on the Smoking Dilemma Goldstein, William; Lovely, Edward C. *NASSP Bulletin*, v58 n379, pp22-6, Feb 74
*Smoking, *Student School Relationship, *Student Problems, Tobacco, Student Rights, Student Role, Experimental Programs
Article describes one school's experience with the problem of students smoking in the restrooms and steps taken to solve it. (GB)

EJ 090 658 AA 517 595
Student Rights Require a Model for Change Jacob, George F.; Richter, James P. *NASSP Bulletin*, v58 n379, pp41-8, Feb 74
*Student Rights, *Dropout Prevention, *Student School Relationship, Educational Change, Suspension, Student Behavior, Student Problems
Article describes a procedure to protect student rights and improve the process of identifying students' social, emotional, or learning problems. (Editor)

EJ 090 659 AA 517 596
An Analysis of Court Cases Concerned With Student Rights 1960-1971 Clayton, Elwood M.; Jacobsen, Gene S. *NASSP Bulletin*, v58 n379, pp49-53, Feb 74
*Student Rights, *Court Litigation, *Student Problems, Court Cases, School Law, Due Process, Search And Seizure
This study identifies and analyzes federal and state court cases relating to the rights of students during the period 1960 to 1971. (Editor)

EJ 091 418 HE 505 045
Judicial Review of the University-Student Relationship: Explusion and Governance Rabban, David M. *Stanford Law Review*, v26 n1, pp95-129, Nov 73
*Higher Education, *Student School Relationship, *Governance, *Universities, *Expulsion, Educational Administration, Administrative Problems, Review (Reexamination)

EJ 091 420 HE 505 047
The Constitutional Right to Education: The Quiet Revolution Dimond, Paul R. *Hastings Law Journal*, v24 n6, pp1087-1128, May 73
*Education, *Federal Legislation, *Educational Needs, *Disadvantaged Youth, *Educational Objectives
There is a class of largely ignored children for whom the crisis in American education means total noneducation or miseducation. The author examines a limited constitutional right to education which can be invoked to protect these neglected children. (Editor)

EJ 091 909 SO 502 575
Classroom Strategies: A Lesson in Minority Rights Reidy, John P. *Law in American Society*, v2 n4, pp34-37, Dec 73
*Civil Rights, *Minority Groups, *Law Instruction, Class Activities, Case Studies, Social Studies, Teaching Techniques
An introductory lesson on minority rights utilizes simple case studies based on decision-making experiences common to junior and senior high school students. (KM)

Doctoral Dissertations

THE EFFECTS OF FIRST YEAR DESEGREGATION ON THE YEAR-END GRADE AVERAGE, ABSENTEE-DROPOUT RATE, AND DISCIPLINE PROBLEMS OF A GROUP OF ELEVENTH GRADE BLACK PUPILS

David Ross ANDERSON, Ed.D.
The University of Florida, 1973

Chairman: Robert L. Curran

The study was an investigation of two general questions. First, compared to a matched group of segregated pupils, were there any changes in the year-end grade averages, absentee-dropout rates, or percentage of discipline problems among the total group of black pupils during the first year of school desegregation? Second, compared to a matched group of segregated pupils, were there any differences in the changes during desegregation between the following two sets of pupil subgroups: 1) pupils from either higher or lower socioeconomic backgrounds? 2) either male or female pupils?

Data were collected of 151 segregated and 152 desegregated eleventh grade pupils. The segregated pupils attended the all-black school during the 1968-1969 school year. The desegregated pupils entered the mixed school the following school year 1969-1970. The data included 1) measures used for controls within and between groups, i.e., non-verbal IQ, socioeconomic background, percent of white classmates, pupil sex and school and community environment; 2) measures of dependent variables used for the test of differences between groups, i.e., year-end grade averages, absentee and dropout rates, and frequency of discipline problems. The data were collected from the pupil records maintained by the segregated and desegregated schools. The test of percentage differences was used to determine if the segregated and desegregated groups were matched in terms of non-language IQ and socioeconomic background. The same test was used to determine differences between the segregated and desegregated groups for each of the dependent variables. Significance was determined by use of Davies' t-test for the difference between two percentages. The level of significance was set at ten percent (.10).

The findings indicated that the two groups did not differ in terms of non-language IQ. However, the segregated group had a greater percentage of pupils from lower socioeconomic backgrounds than did the desegregated group. The percentage of white classroom mates was controlled at fifty percent or greater for all desegregated pupils.

Given the initial comparisons between the segregated and desegregated groups, the two questions were investigated by the test of nine specific hypotheses. The findings indicated that after the first year of mixed schooling there was a decrease in the year-end grade averages of the total group of desegregated black pupils. Among the total desegregated group there was a percentage increase in two of four absentee rates compared to the segregated group. There was also a non-significant increase in the dropout rate. After the first year of mixed schooling, changes in the percentage distribution of discipline problems were related to the seriousness of the problem. Compared to the segregated pupils, there was an increase among the total desegregated group in the percentage of minor problems and detention cases. However, there was a decrease in the percentage of the more serious problems resulting in suspension.

During the first year of mixed schooling changes in discipline problems were related to pupil socioeconomic background. Black pupils from higher socioeconomic backgrounds experienced an increase in all but the most serious types of discipline problems. However, among the lower background pupils, there was either no change or a decrease in the percentage of discipline problems. In the categories of year-end grade averages and absentee-dropout rates there were no significant or consistent changes related to pupil socioeconomic background.

During the first year of mixed schooling, changes in the year-end grade averages were related to pupil sex. A decrease in the percentage of pupils at the highest grade averages (B or higher) was greater among black females compared to males. However, this difference was true only for pupils from higher socioeconomic backgrounds. Desegregation was also related to an increase among all subgroups in the percentage of pupils receiving year-end grade averages D and E or lower. However, percentage increase at the failing grade average (E or lower) occurred only among male pupils.

During the first year of desegregation there was an increase in discipline problems which was greater among black females compared to males. This difference was found within both the higher and lower socioeconomic background pupils. The most favorable social adjustment during desegregation was made by males from lower socioeconomic backgrounds. In the category of absentee-dropout rates there were no changes during desegregation which were related to pupil sex.

Order No. 74-9572, 137 pages.

A STUDY OF THE PUBLIC'S ATTITUDES CONCERNING STUDENT RIGHTS IN DAYTON, OHIO

BALLANTINE, Harden Parke, Ed.D.
Indiana University, 1973

Chairman: Dr. William Pilder

American schools have received much criticism from articulate and learned persons who charge them with being undemocratic. Little, however, is known about the attitudes of the general public on this matter. It is important to know this because the support of the public may be needed if changes in this area are to be made. There are a number of aspects to the problem of the allegedly undemocratic nature of the schools. One of the charges is that school authorities do not recognize and respect "student rights."

"Student rights" refers to the notion that students should have a greater role in the regulation of their own conduct and that a number of rights accorded by the U.S. Constitution and the courts to the adult population should be extended to students in the school situation. These adult rights which are pertinent to students in schools would be the freedomes of speech and press, representation in the governance of student affairs, the observance of the process of law, freedom of assembly, security of person and property, the right to determine one's course of study, freedom from corporal punishment, freedom from self-incrimination, and the right of trial by jury of one's peers.

How does the general public feel about the issue of "student rights?" Do they regard any denial of human rights to students as unacceptable? or do they regard this as a natural state of affairs for schools and not warranting much concern? This study inquires into the attitudes of people in Dayton, Ohio concerning "student rights" in Dayton schools.

After asserting that the denial of the application of adult rights to students is perceived as a problem in many schools, the dissertation discusses one of the ways that this problem is being dealt with by legal means. It also reviews some recent

research concerning "student rights" that has been conducted in the Dayton area and elsewhere in Ohio.

Data for the study was obtained by administering a questionnaire to a random sample of 378 Dayton residents. Questions were in the form of statements to which the interviewees responded on a Likert scale. These statements were each concerned with a human right which is at issue in the schools. It is suggested that the responses of the interviewees to these statements is reflective of their attitudes concerning "student rights."

Besides inquiring into the public's attitudes on "student rights," the dissertation analyzes the effects that certain demographic variables have on these attitudes. The several variables used are sex, race, age, income, marital status, area of residence in the city of Dayton, educational background, occupation, religious affiliation, political affiliation, involvement in school-related activities, and number of school age children of the respondents.

The findings of the study suggest that people tend to be in general more supportive than opposed to the extension of adult rights to students. There are, however, certain aspects of "student rights" to which people are opposed. Only a few demographic variables show any significant effect on people's attitudes on "student rights," and no category within any variable was consistently supportive or opposed to each and every indicator of "student rights." Nevertheless, certain categories within certain variables do demonstrate definite tendencies of support or opposition on a majority of the indicators.

Finally some theoretical and practical implications of the study are presented. Order No. 74-2581, 144 pages.

THE DEVELOPMENT AND CONSTRUCTION OF A MODEL DISCIPLINE CODE FOR USE IN SECONDARY SCHOOLS

Thomas L. BLEET, Ed.D.
Wayne State University, 1973

Adviser: Abraham F. Citron

During the last decade there has been a sharp change in ideas and practices regarding ways of handling (official and unofficial) student discipline in high schools of this country. Ideas on rights have changed and students have achieved greater participation and greater power. Many parents and community members favor this trend.

An increasing number of court cases have changed the formal relationships of administration and students. The achievement of legal citizenship at eighteen years of age has had an important effect. The doctrine of "in loco parentis" is undergoing important change.

School systems and administrators of these systems are caught in a period of rapid social change in which many experience their methods, guidelines, administrative procedures, approaches and even basic conceptions to be ineffective, out of date, and not attuned to new conditions and needs. Some try to keep up with the local court decisions, but these by no means provide clear and unequivocal direction.

This dissertation will review the field of formal and informal discipline in American public schools since 1960; identify main principles and main trends of change; and it will recommend one or more practical administrative systems, a model disciplinary code, with underlying principles, which will bring a high school disciplinary system into agreement with court trends on the one hand and into agreement with enlightened and humanistic educational principles on the other.

Since I am a high school assistant principal, I will be able to utilize insights into this problem gained over some years experience.

Seven main data sources will be used: 1. Questionnaires addressed to at least one administrator in each public high school in Macomb County, Michigan. Interviews with a minimum of ten secondary administrators. 2. School Board records in Macomb County. 3. Questionnaires to a selected group of high school teachers. Interviews with a minimum of ten high school teachers. 4. Questionnaires addressed to all central building administrators in Macomb County. A minimum of five will be interviewed. 5. Questionnaires will be given to a select number of parents in Macomb County and a minimum of ten of these community members will be interviewed. 6. Review of court decisions and discussions of court decisions bearing on questions of discipline in U.S. high schools 1960 to date. 7. A minimum of twenty high school students will be interviewed. Questionnaires will be given to a selected number of students.

The major findings of this dissertation indicate there is a clear, concise, unequivocal movement toward the protection of students' basic constitutional rights within a school setting. The modern educator, not attuned to this emphasis on student rights and not possessing an understanding of court decisions affecting student rights, is not equipped to meet modern educational problems head on.

Another obvious finding of this dissertation is the wide disparity of opinion among people involved in education namely, students, teachers, administrators, and community members. Only by a thorough understanding of these differences of opinions can the astute educator work for change in the context we have been discussing.

Order No. 73-11,082, 341 pages.

AN ANALYSIS OF THE LITIGATIONS PERTAINING TO CERTAIN LEGAL RIGHTS AND RESPONSIBILITIES OF CLASSROOM TEACHERS

James Odell CARPENTER, Ed.D.
Oklahoma State University, 1972

Adviser: Dr. Richard Jungers

SCOPE AND METHOD OF STUDY: Data was secured from reference books, current literature, legal texts, and the National Reporter System on the legal aspects of teachers' rights and responsibilities. The procedure used was that part of the general method of historical research using the technique of legal research and concentrating on cases decided by the courts.

FINDINGS AND CONCLUSIONS: There are four basic types of school law. They consist of: constitutional provisions, legislative enactment, administrative rules and regulations, and case law. All states have statutory provisions dealing with the problems related to teachers and the courts will attempt to interpret a statute according to the intent of the legislature. However, the principal criteria used by the courts is the reasonableness of the rule in question.

The position of a public school teacher is created by legislatures directly and by state constitutions indirectly in provisions requiring the legislature to establish and maintain public schools. The powers and duties of public school teachers are fixed by law to a large extent and the courts have been almost unanimous in classifying teachers as employees rather than officers.

The state of the law at the present seems to be that rules and regulations regarding teaching personnel will be upheld unless constitutional or statutory rights are clearly invaded. However, the courts appear to be becoming increasingly concerned with deciding how much infringment on the individual rights of the teacher can be tolerated.

Current literature, amount of literature, and the number of recent court cases identify three areas of teachers' rights and responsibility as being particularly controversial at the present time. These areas are: contracting and salaries, academic freedom, and dismissal of teachers.

The study presents sixteen specific conclusions and offers six recommendations for those who are interested in teachers' rights in the public school.

Order No. 73-15,067, 159 pages.

CONCEPTS OF DISCIPLINE IN EDUCATION

Robert James FARLEY, Ph.D.
University of Pennsylvania, 1973

Supervisor: Dr. Charles E. Dwyer

This research investigation is concerned with a conceptual analysis of discipline as it is primarily defined, used, and understood in educational contexts. The problems dealt with are essentially the ambiguity and vagueness surrounding the term 'discipline' which is used to convey different concepts and meanings; this ambiguity and vagueness lead to further indeterminacy and sloganizing when 'discipline' is used in educational contexts. Because discipline is of significance to educators and the general public alike, the questions of what are the definitions, uses, meanings, and concepts of discipline receive serious consideration.

Generally, the approach used is analysis, but it includes historical, grammatical, critical, and comparative aspects. An analytic approach seems appropriate for probing the historical and grammatical origins as well as the lexical and conceptual problems which emanate from the ambiguity and vagueness associated with the use of the term 'discipline.'

Resulting from the application of an analytic approach is the development of synthesized sets of paradigms intended to help to eliminate or diminish some of the ambiguity and vagueness and to enable concerned individuals to develop clearer concepts of discipline and to articulate those concepts precisely

Chapter I provides an historical and grammatical overview of the use of the term 'discipline'; this includes the etymological derivation, plus the denotation and connotations of the term used both as a noun and as a verb.

Chapter II involves a discussion of ordinary notions about discipline and provides some examples of usage from which the elements or conditions of discipline are drawn. References are made to related terms such as control, order, and punishment.

Chapter III examines ordinary usage of the term 'discipline' in education. Clarification of the concepts indicates that some problems of discipline result from a confusion of meanings. A distinction between rules of discipline that primarily aid in the functioning of an institution and rules of discipline that primarily aid in developing learning is indicated.

Chapter IV provides some useful conceptualizations and distinctions for applying the term 'discipline' in educational contexts. It is proposed that it may be useful to think of discipline and disciplining as essentially implying (a) one of four basic functions or activities: (1) process, (2) product, (3) punishment, or (4) instrument; and (b) one of four basic values or sets of values: (1) curricular, (2) operational, (3) personal, or (4) societal. It is suggested that the offered schemata may lead to further clarification of ordinary notions about discipline, to a greater understanding of discipline and disciplinary problems, and to the fruitful application of 'discipline' in educational contexts.

Any extensive consideration of methods and techniques of discipline, theories of formal discipline, related behavioral studies, and the like, though educationally significant have been excluded from the scope of this study.

Chapter V summarizes the central points in this analysis and concludes that hopefully by the use of the results of this dissertational study, the magnitude of the impact which the problems associated with a variety of uses of the term exert on the processes of education, will be reduced.

Order No. 74-2409, 265 pages.

CORRELATES OF ADOLESCENTS' KNOWLEDGE OF THE LEGAL RIGHTS OF MINORS

Karen Frances Anne FOX, Ph.D.
Stanford University, 1973

The problem which this study addresses is the relationship between adolescents' knowledge of their legal rights and their attitudes about themselves and about the responsiveness of authorities. When confronted by what they consider to be unjust treatment by policemen or by school authorities, many adolescents are unsure of their legal rights. Such confrontations, together with uncertainty about how to cope with them, may affect and be affected by adolescents' feelings of self-esteem and their expectations of appropriate treatment from authorities in the future.

In this study survey research methods were used to gather data from over 400 high school seniors in order to test four hypotheses:

1. For respondents who report no experience of unjust treatment by police, there will be no correlation between system responsiveness and knowledge of legal rights.
2. For respondents who report experience of unjust treatment, there will be a positive correlation between self-esteem and system responsiveness.
3. For respondents who report experience of unjust treatment, there will be a positive correlation between system responsiveness and knowledge of legal rights.
4. For respondents who report experience of unjust treatment, there will be a positive correlation between self-esteem and knowledge of legal rights.

The survey instrument consisted of three demographic items; twenty items developed by the author, testing knowledge of legal rights; Rosenberg's (1965) ten-item self-esteem scale; an eight-item scale of expectation of system responsiveness developed by the author; and items asking the respondent about past experiences of unjust treatment by policeman or by school teachers or administrators. The instrument was administered to 419 high school seniors enrolled in a required government course in two San Jose, California high schools.

No significant relationship was found between system responsiveness and knowledge of legal rights for the no experience group, thus supporting Hypothesis 1. This finding suggests that to the extent that experience of unjust treatment motivates people to seek more information to be able to deal more effectively with their environment, those without such experience are not motivated to learn about their legal rights.

For respondents who report unjust treatment, there was a positive correlation between self-esteem and system responsiveness for boys, supporting Hypothesis 2, but there was no significant correlation for girls. The positive correlation for boys conforms to previous research linking self-esteem with confidence in the good intentions of others.

Contrary to Hypothesis 3, there was a statistically significant negative correlation between expectation of system responsiveness for both girls and boys. This striking contradiction of the predicted relationship may be due to persistent feelings of naive trust in the benevolence of authorities or to cynicism engendered by awareness of the gap between legitimate expectations and the actual performance of those in authority.

Contrary to Hypothesis 4, there was a strong negative correlation between self-esteem and knowledge for girls in the experience group, and no correlation for boys. While some previous studies have found a positive relationship between self-esteem and knowledge of politically relevant information, the contradiction for girls in this study and the lack of significant correlation for boys may be due to the specialized nature of knowledge of legal rights and the limited accessibility of information about legal rights.

There were absolute differences between the experience and no experience groups on mean scores on system responsiveness, with the experience group scoring significantly lower, but the groups did not differ significantly on self-esteem or SES.

The appendices include critical incident collection forms used to develop the knowledge test; the survey instrument with percentage distributions of responses; and item results for each of the twenty knowledge items by sex and SES.

Order No. 73-30,397, 136 pages.

THE APPLICATION OF THE FIRST AND FOURTEENTH AMENDMENTS TO THE UNITED STATES CONSTITUTION TO THE LEGAL RIGHTS OF STUDENTS

Steven L. GREENFIELD, Ph.D.
Northwestern University, 1973

This paper studies the effects of the First and Fourteenth Amendments to the United States Constitution on the legal rights of students. The purpose of this study has been to determine if the legal relationship of the student to his school and teacher has changed as a result of recent constitutional cases involving student rights and, if it has changed, the nature of such changes.

The scope of this study has been confined to the legal relationship between students and the school system with particular emphasis on the legal relationship, that of "in loco parentis," between students and teachers. The right of students which have been examined are the rights of free expression and due process, as found in the First and Fourteenth Amendments to the United States Constitution and interpreted by the courts as applying to student cases; and the right of a student to govern his own appearance, which is seen by different courts as coming under a variety of constitutional provisions.

Research has been confined to court cases in the national reporter system for the federal and state courts, as well as a number of related legal journals and historical texts.

The following is the plan of presentation. Chapter I introduces the problem and the plan of study. Chapter II is a review of the legal status of students prior to 1960 and includes a number of cases from 1830 to 1960 that indicates the nature of "in loco parentis" and those related concepts involving corporal punishment. Chapter III examines the constitutional principles found in the First and Fourteenth Amendments as they apply to students. Chapter IV is a more detailed look at those student cases which involve the Fourteenth Amendment's right of due process. Chapter V examines those student legal cases involving the First Amendment and the right of the student to free speech in the public schools. Chapter VI presents legal cases that center on those constitutional protections that the courts have used to justify or deny students the right to control their own appearance. Chapter VII compares the changes in the legal status of students that have resulted from the application of the First and Fourteenth Amendments to the United States Constitution to the more traditional legal relationship between teacher and student, that of "in loco parentis," as well as presenting a number of summarizing remarks about the evolving nature of the legal status of students and its relationship to the changing public education system.

Order No. 74-7751, 149 pages.

ARENA OF CONFLICT: A STUDY OF PERCEPTIONS REGARDING SELECTED STUDENT DISCIPLINE POLICIES

Bruce Edwin HAUGER, Ed.D.
University of Southern California, 1973

Chairman: Professor Ferris

Purpose: The purpose of this study was to analyze and compare perceptions of students, parents, and educators toward selected discipline policies existing in high schools in Southern California.

Procedure: A random sampling technique was used to select eight public high schools of grades 9-12 or 10-12, with a minimum average daily attendance of 500 or more, in Los Angeles, Orange, or Riverside Counties. Three populations in each school were sampled-students, parents, and educators. A pilot study was conducted to validate the interview instrument. A random sampling technique was used to select each sample population within the selected schools. Respondents were interviewed and responded to thirty-one questions on an agree-disagree basis. Also, they were asked to provide solutions to four questions. Chi-square contingency tables were utilized to compare the role of the respondent and their perceptions toward the selected discipline policy statements.

Selected Findings: (1) Parents, students, and educators had a tendency to hold similar perceptions regarding tardy policies. (2) Parents and students had a tendency to hold similar perceptions regarding smoking policies. (3) Students and educators had a tendency to hold different perceptions regarding smoking policies. (4) Parents and educators had a tendency to hold similar perceptions regarding smoking policies. (5) Parents and students had a tendency to hold different perceptions regarding dress code policies. (6) Students and educators had a tendency to hold similar perceptions regarding dress code policies. (7) There was a definite difference of perception between parents and students regarding closed campus policies. (8) Parents and educators had a tendency to hold similar perceptions regarding closed campus policies. (9) Parents listed parent conference as their top alternative to suspension for enforcement of tardy policies. Students and educators listed detention. (10) Parents and educators listed work crews as their top alternative to suspension for violation of smoking policies. (11) Students listed formation of a smoking area as their top alternative. (12) Students felt attendance problems were the main reasons for a closed campus. (13) Parents stated control of nonstudents on campus was the main reason for a closed campus. (14) Educators listed lack of supervision and control as the main reasons for a closed campus.

Selected Conclusions: (1) Student suspension is not viewed as an effective method of correcting problems related to tardy, smoking, or dress code violations. (2) Parents, students, and educators generally view tardy policies from a similar perspective. (3) Parents still view dress code policies as a source of conflict. (4) Perceptions held by the sample population relating to closed campus policies are a predictor of a substantial schism developing among parents, students, and educators regarding the reason for and effectiveness of a closed campus.

Selected Recommendations: It is recommended that: (1) School districts include students, parents, and classroom teachers on discipline policy formulation committees. (2) Feedback procedures should be instituted so the community may have input regarding discipline procedures. (3) Educators should develop a more efficient system of communications between school and community and between school and students regarding discipline policies.

Order No. 74-919, 221 pages.

LEGAL ASPECTS OF RIGHTS OF STUDENTS AND TEACHERS IN PUBLIC SECONDARY SCHOOLS

JAFFE, Marvyn, Ed.D.
University of Pennsylvania, 1973

Supervisor: Dr. William B. Castetter

The purpose of the study was to survey, analyze, and report judicial decisions which furnish insights into certain legal aspects of the rights of students and teachers in public secondary schools.

Implicit in the study was the hypothesis that it is incumbent upon the secondary school principal to understand judicial trends so that he might establish programs and procedures

which are in consonance with current decisional law.

Eight issues which constitute both serious problems for the high school principal as well as being the most frequently litigated, were chosen for investigation.

STUDENTS

(1) Legal aspects of student hair styles.
(2) Legal aspects of rights of students to freedom of press and speech.
(3) Legal aspects of rights of students to freedom of expression.
(4) Legal aspects of rights of students from unreasonable search and seizure.

TEACHERS

(5) Legal aspects of teachers' personal appearance.
(6) Legal aspects of teachers' academic freedom in the classroom.
(7) Legal aspects of teachers' rights to criticize superiors.
(8) Legal aspects of rights of teachers in political activities.

Data necessary for the study was found in judicial decisions rendered by courts of record in the country. A compendium of all cases in point was compiled by examining decisions of state courts, federal courts, and the Supreme Court.

From an analysis of the judicial decisions, coupled with readings of appropriate law review articles and the investigator's own experience as a secondary school principal in New Jersey, Connecticut, and Pennsylvania, the final step was to present conclusions and recommendations relative to the rights of students and teachers in public secondary schools. If the conclusions reached allowed options for the principal, teacher, or student those were set forth along with comments as to the feasibility of each available option.

It was concluded that principals: (1) are forced to contend with legal problems – often of their own making; (2) are generally not aware of current judicial decisions which establish legal principles; (3) cannot be experts in all facets of school law and hence need additional help from a specialist in school law located in the Superintendent's office.

It was also concluded that the courts of law: (4) have tended to emphasize the protection of civil liberties for both students and teachers in the public schools.

It was also concluded that for both students and teachers: (5) from a legal point of view their actions are usually the legitimate exercise of their constitutional rights, (6) their "demands" and "militancy" are not essentially "evil" and if handled judiciously, could have a positive effect upon a school's program. Order No. 74-15,913, 188 pages.

A DIALOGUE ON DILEMMAS: THE RHETORIC OF STUDENT RIGHTS AND FREEDOMS, 1945–1970

Carolyn Tisdel JONES, Ph.D.
University of Illinois at Urbana-Champaign, 1972

Although student rights was a particularly flammable issue during the sixties, concern about rights and freedoms for college students has not been limited solely to this period. This study synthesizes and analyzes the student rights debate as it appeared in the educational literature from 1945 to 1970. It deals primarily with the growth, development, trends, and changes that occurred in the philosophical and operational bases proposed for student rights as well as in the definitions suggested for the specific rights themselves. In addition, it identifies numerous societal factors which appear to have given impetus to these trends and changes.

This study is organized in a manner which permits the reader to gain either a comprehensive overview of a broad spectrum of student rights from 1945 to 1970 or a description of the development of rights and freedoms for college students in any one of the following specific areas: classroom related learning; student participation in institutional governance; individual rights and freedoms related to expression, association, substantive and procedural due process, privacy, student records, and off-campus and personal prerogatives and immunities; organizational rights and freedoms related to the right to organize, recognition and registration, the use of institutional facilities, advisors, programming, and freedom of the press.

Numerous conclusions are drawn from this study. Among the more important general findings are the following:

1. Reacting to the crisis of the times, most writers and organizations defined specific rights rather than philosophical and operational principles on which to base these rights. As a result, specific rights when viewed as a group frequently have little inner congruity or logic.

2. Students and the courts were the prime catalysts for the student rights debate. Much of the rhetoric of reform began to flow only after students protested that universities should change their ways or courts insisted that institutions of higher learning guarantee students certain rights and freedoms.

3. Many writers, particularly during the sixties, defined student rights in a more legalistic manner than requested or required by the courts. While the judiciary continually defined student rights from a legal perspective within an educational framework, many writers tended to place legal considerations before educational ones.

4. Initially regulations were seen primarily as limitations on freedom. As the quarter century studied progressed, regulations began to be viewed more as means to establishing conditions necessary for the preservation of freedom. In fact, some writers advocating the latter position held colleges and universities responsible for creating and maintaining conditions that would permit students to exercise their constitutional liberties.

5. While student prerogatives and immunities both inside and outside the classroom and in the realm of campus organizations and activities were promoted on the basis of student rights as well as sound educational policy, student participation in institutional governance rarely was defined as a right. Writers promoting student involvement in the governing process justified their advocacy solely on the basis of educational principles. Order No. 73-9957, 251 pages

AN ANALYSIS OF THE APPELLATE COURT DECISIONS GOVERNING STUDENT RIGHTS, 1961 TO DATE

Joseph I. KMETZ, Ph.D.
University of Pittsburgh, 1973

The purpose of this study is to report and analyze the appellate court decisions from 1961 to date relating to the following areas of student rights: school's control over the student, in general; student dress and grooming; student freedom of expression -- symbolic, written, and verbal; married students, student mothers, and pregnant students; suspension, expulsion, and the student's right to due process; student search and seizure; student freedom of association; student freedom to learn; student activities outside school hours and property; student demonstrations and the right to petition. The study is delimited to court decisions involving elementary and secondary public school students.

The historical method of research was followed which includes the processes of data collection, documentation, arrangement, comparison, analysis, and interpretation. After examining the related literature for background information a search was made through the Seventh Decennial Digest and the General Digest of the American Digest System to locate those cases involving litigation between school authorities and students. The

cases were read in their entirety as reported in the National Reporter System. Each case was briefed and studied to determine the area of litigation, the issues involved, and the principles of law under which the case was settled. These decisions were then analyzed to determine the principles of law enunciated by the courts.

From 1961 to 1968, inclusive, the number of court litigations involving the rights of students was quite small. Since 1968 the amount of court litigation has increased significantly. Early court cases brought by students who came in conflict with school board rules and regulations generally challenged the reasonableness of those rules. Recent court decisions are now challenging the constitutionality of those rules and regulations.

In general the power vested in boards of education and/or its agents to formulate, to adopt, and to enforce rules and regulations governing student conduct is very broad. It has been well established by numerous court decisions that school authorities may make and enforce any rule or regulation which is reasonable and necessary for the efficient operation of the school. Courts today are still somewhat reluctant to declare a school rule unreasonable, but will do so if such rule or regulation can be shown to be arbitrary, capricious, or an infringement of a constitutional right of a student. While the authority to make rules and regulations has not materially changed during the past twelve years, school boards and their agents are more closely scrutinized than ever before when it comes to promulgating regulations governing student conduct.

The old concept of a student coming to a public school with no rights is now being replaced by the view that a student should come to school with all his constitutional rights and school authorities restricting only those whose exercise by students substantially and materially disrupt normal school routine. Order No. 74-1543, 299 pages.

THE EFFECTS OF REALITY THERAPY ON REPORTED SELF-CONCEPT, SOCIAL ADJUSTMENT, READING ACHIEVEMENT, AND DISCIPLINE OF FOURTH AND FIFTH GRADERS IN TWO ELEMENTARY SCHOOLS. [Previously copyrighted material on several pages not microfilmed at request of author. Available for consultation at University of South Carolina Library]

Doris Boozer MATTHEWS, Ph.D.
University of South Carolina, 1972

Supervisor: Keith D. Berkeley

The purpose of this investigation was to explore a method in the affective domain, Reality Therapy or classroom meetings, and to study its effects on reported self-concept, social adjustment, reading achievement, and discipline. Only a relatively small amount of research is available on techniques for teachers to use in the affective domain. It was hoped that the study would provide teachers with information on a method plausible with large and small groups and/or one with a tendency to decrease problem behavior and increase achievement.

The following research hypotheses were tested:

1. Classes of students who participate in Reality Therapy for four months will score significantly higher ($p < .05$) on Personal Adjustment (self-concept) of the California Test of Personality than similar classes of students who participate in the open language arts program.

2. Classes of students who participate in Reality Therapy for four months will score significantly higher ($p < .05$) on Social Adjustment of the California Test of Personality than similar classes of students who participate in the open language arts program.

3. Classes of students who participate in Reality Therapy for four months will score significantly higher ($p < .05$) on the Metropolitan Reading Test than similar classes of students who participate in the open language arts program.

4. Classes of students who participate in Reality Therapy for four months will score significantly lower ($p < .05$) on the Walker Problem Behavior Identification Checklist than similar classes of students who participate in the open language arts program.

The sample for the study was composed of two hundred twenty-one fourth and fifth graders from McCants Elementary School, Richland County School District One, and Cayce Elementary School, Lexington County School District Two. Experimental and control groups were formed with one experimental fourth grade group, one experimental fifth grade group, one control fourth grade group and one control fifth grade group from each school. Mental aptitude scores indicated a normal distribution for the sample. Approximately one-third of the test population was black and approximately two-thirds was white. A few more females, 116, participated in the study than males, 105.

The teacher education workshops and pretesting was done in December before the experiment began in January. Treatment, class meetings and open language arts periods, continued from January through April. Posttesting was administered in May.

Data from pre- and posttesting were analyzed by the Computer Center at the University of South Carolina, Columbia, South Carolina. The program used was the MANOVA. Factors included were group, grade, sex, and race; dependent variables in the study were self-concept, social adjustment, reading achievement, and discipline.

The results of the study may be summarized as follows:

1. Self-concept scores from the subtest Personal Adjustment of the California Test of Personality increased from pretest to posttest with both treatments, Reality Therapy and an open language arts period, but neither method was significantly superior to the other; therefore, hypothesis one was not accepted.

2. Social adjustment scores from the subtest Social Adjustment of the California Test of Personality decreased for both groups from pretest to posttest with neither group showing a significant difference from the other group; therefore, hypothesis two was not accepted.

3. Reading achievement scores from the Metropolitan Reading Achievement Test increased for experimental and control groups with neither group being significantly different from the other; therefore, hypothesis three was not accepted.

4. The scores from the Walker Problem Behavior Checklist of the experimental group differed from the control group for discipline at the .01 level of confidence. Reality Therapy appeared to be a better technique for decreasing discipline problems than the open language arts period for the experiment: therefore, hypothesis four was accepted.

5. The interaction between group and grade showed Reality Therapy or class meetings in the investigation was a better technique for fourth graders than for fifth graders for reducing problem behavior.

Further research is needed with Reality Therapy to determine its value in the early childhood program, in various grouping patterns of children, and in students from different socio-economic levels. The data suggested class meetings had a beneficial effect on the behavior of children in the fourth and fifth grades so the recommendations were offered that teachers consciously plan objectives in the affective domain for the elementary school curriculum and that teacher education institutions place more emphasis in teacher education on the noncognitive areas of the total school program. Order No. 73-3606, 122 pages.

RIGHTS OF STUDENTS AS EVIDENCED BY COMPULSORY ATTENDANCE LAWS, SUSPENSION AND EXPULSION POLICIES, COURT DECISIONS: IMPLICATIONS FOR PROGRAM DEVELOPMENT

Aaron Curtis McCLOUD, Ed.D.
Wayne State University, 1973

Adviser: Wendell M. Hough

Problem

The compulsory attendance laws of several states are not uniform. Each state delegates the responsibility for the establishment and maintenance of school to state and local boards of education. The lack of uniformity of state laws, and state and local policies has resulted in a diversification of policies and practices affecting the students' right to receive an education.

Background of the Study

Compulsory attendance laws had their inception during the Colonial Period. The adoption of compulsory attendance laws grew simultaneously with the movement for free public school education.

Every state except Mississippi has a compulsory attendance law requiring students to attend school. State laws delegate the responsibility to provide and maintain schools to state and local boards of education. Boards of education develop policies for the attainment of educational goals and objectives, and for the control of student conduct.

Procedure

This study is a historical analysis designed to analyze the following areas:

1) The similarity of compulsory public school attendance laws in relation to age-span requirements and exemption provisions.

2) The degree of congruence of The Common Goals of Michigan Education with provisions of the United States and Michigan Constitutions and the Michigan School Code. Also, to determine the degree of similarity of the educational goals of selected states with the Common Goals of Michigan.

3) The degree of congruence of the section, Rights and Responsibilities of the Common Goals with local codes of student conduct in the protection of students' rights.

4) Local codes of student conduct to determine if their provisions outlining procedural safeguards for students in disciplinary cases adhered to Michigan's proposed Recommended Guidelines For Students' Rights.

5) The policies, rules and procedures of extra-legal agencies to determine if they influenced the development and administration of school policies.

6) Court decisions to determine if compulsory attendance laws, state and local board policies were constitutional on their face or were constitutional as administered.

Data for the study were obtained by:

1) Requests sent to state superintendents for copies of their compulsory attendance laws, state educational goals and codes of student conduct.

2) Requests to local boards of education for copies of their codes of student conduct.

3) Requests to extra-legal agencies for statements of their policies, rules and/or procedures.

4) A review of court decisions located in law libraries.

Findings

Based upon the results of this study, the following conclusions were found:

1) Compulsory attendance laws did not vary substantially in terms of required attendance, age-span requirements, and exemption provisions.

2) The Common Goals of Michigan Education have provisions supported by the United States Constitution, Michigan Constitution, and Michigan School Code. The education goals of Michigan are similar to those of other selected states.

3) Local school districts codes of student conduct did not protect the rights of students to the extent recommended by the Michigan Common Goals.

4) Local codes of student conduct did not assure students procedural due process safeguards as outlined in Michigan's proposed Recommended Guidelines For Students Rights and Responsibilities.

5) Accreditation organizations have policy statements with provisions similar to policies of local school districts. Teacher contracts did not generally contain provisions for the protection of the rights of students. The position statement of the American Civil Liberties Union (ACLU) outlines procedural due process safeguards not contained in any document included in this study.

6) Court decisions have held that compulsory attendance laws, state and local boards of education policies are generally constitutional. When a state law, or when a state or local board of education policy is unconstitutional on its face or as administered, the courts rule in favor of the student. The courts are the final determinants of what the law is.

Order No. 74-11,132, 336 pages.

SUPPORT FOR THE GOALS OF THE WOMEN'S RIGHTS MOVEMENT AMONG COLLEGE STUDENTS

Carolyn Stout MORGAN, Ph.D.
The University of Oklahoma, 1973

Major Professor: Robert W. Ketner

Ideological commitment to eight goals of the women's rights movement that would redefine women's traditional role and the demographic and social-psychological correlates of this support were examined. The sample consisted of 493 college students from three Oklahoma institutions of higher education who completed a seventy-item Likert-type questionnaire in April, 1972. Responses to the eight proposals for female role change, which comprised the dependent variable, were subjected to Guttman scale analysis (CR = .90) and then collapsed into three categories for initial bivariate contingency table analysis: low goal support (approval of none, one or two goals, 17.8 percent of the sample); medium goal support (approval of three, four, or five goals, 49.3 percent); and high goal support (approval of six, seven or eight goals, 32.9 percent). The goal order from most accepted to least accepted was public day care facilities, equal responsibility for child rearing and child care; abortion on demand by a woman; an end to sex-differentiated tracking in the educational system; equal responsibility for housekeeping; child rearing without regard for traditional sex-role stereotypes; an end to the institution of marriage in its present form; and preferential treatment for women in hiring and promotions. Male and female percentage order of acceptance was identical, indicating a great deal of compatibility in views at this time.

Multiple Classification Analysis, a form of multivariate analysis, was then performed using thirteen background items (university attended, college major, college year, sex, race, marital status, father's education, mother's occupation, where raised, religious preference, party identification, self defined political ideology, and belief as to which sex is better off) and four scale items (dogmatism, conservatism, personal efficacy, and religious orthodoxy) as major predictor variables. The best predictors of support were a radical or liberal political ideology (beta = .22); a lack of religious orthodoxy (beta = .21); agnostic, atheist or no religious preference (beta = .21); married marital status (beta = .09); and belief that men are better off (beta = .09). Analysis of response differences by sex in-

dicated that either high or low personal competence and a humanities, arts, social science or business major were important variables for females; and advanced college year and a small or large city background were important variables for male support. For all seventeen predictor variables, R equaled .43; analysis by sex produced a R of .46 for males and .53 for females. Order No. 74-6974, 136 pages.

A STUDY OF THE ATTITUDE CHANGES OF ELEMENTARY STUDENT TEACHERS TOWARD PUPIL DISCIPLINE AFTER INITIAL TEACHING EXPERIENCE

Wilda Evelyn PATE, Ed.D.
Oklahoma State University, 1972

SCOPE OF STUDY: The focus of this study was to investigate the possible attitudinal changes of elementary education student teachers, before and after the initial teaching experience, in regard to pupil discipline. There was also an attempt to investigate the possible influence of the cooperating teacher upon the attitudes of student teachers.

Forty-one student teachers were placed with forty-one public school teachers, twenty-two student teachers were placed with cooperating teachers with similar attitudes and nineteen were placed with cooperating teachers with unlike attitudes.

The instrument used for assessing the attitudes was the Minnesota Teacher Attitude Inventory. This instrument was given before and after the student teaching session.

FINDINGS: The data was analyzed by a t-test. There was a significant attitude change to a more positive attitude by the student teachers in regard to pupil discipline. As a further step, the mean differences between the similar and unlike groups were analyzed by a t-test. There was not a statistically significant difference between these groups.

Order No. 73-15,208, 76 pages.

EFFECTS OF DISCIPLINE TECHNIQUES ON CHILDREN'S PERSONALITY-TRAIT INFERENCES

RICE, William Keaton, Jr., Ph.D.
The University of Oklahoma, 1973

Major Professor: George A. Letchworth

The effects of task-focused and approval-focused desists were investigated under conditions of limited information. Sixty-four eighth grade students heard one of two tape-recorded desists. They then rated the target of the desist and the teacher doing the desisting on: (a) personality-trait scales and (b) degree of confidence scales.

The scripts for the tapes were developed from statements rated as task- or approval-focused by 35 graduate students. The words used in the personality-trait scales were selected from a larger group of personality-trait adjectives that had been rated by 50 students as to the desirability of either a teacher or child described by the word.

The instruments were validated using stories designed to depict positive and negative personality-traits. These were presented to 32 students. A discriminant analysis revealed that the scores on the personality-trait scales accurately classified the individuals described. A retest using these same stories was administered to obtain the reliability of the instruments.

The instruments were then used to measure the effects of discipline techniques on children's personality-trait inferences. A two-factor (Sex of rater and Type of desist) multivariate analysis of variance was used to analyze the scores of the personality-trait scales and degree of confidence scales. As predicted from the discounting principle of attribution theory, the use of approval-focused desists resulted in the target of the desists and the person doing the desisting being rated as having significantly less desirable personality-traits ($p < .01$). No significant effects due to the Sex of the rater or Sex of rater x Type of desist interaction were observed. No significant differences were observed when the degree of confidence scales were analyzed.

Thus, under conditions of limited information, the use of approval-focused desists resulted in negative personality-traits being attributed to the target of the desist and the person doing the desisting. In the discussion, implications are presented for the classroom. Order No. 74-12,322, 81 pages.

THE EXPANSION OF CONSTITUTIONAL RIGHTS TO PUBLIC SCHOOL PUPILS THROUGH THE DUE PROCESS CLAUSE OF THE FOURTEENTH AMENDMENT

Hubert E. SAUNDERS II, Ed.D.
University of Massachusetts, 1972

Director: Dr. William E. Griffiths

I. The Problem

Statement of the Problem: The purpose of this study is twofold. (1) Determine through legal research and analysis the impact of the due process clause of the Fourteenth Amendment on the constitutional rights of public school pupils. (2) Update the substantive knowledge in the field of student rights in such a manner that will assist public school administrators in understanding this new body of law.

Approach: First, secondary sources such as legal periodicals, books, position papers, and pamphlets were reviewed for specific points related to the topic. Secondly, the substance of the study consists of an examination of all litigation reaching a court of record where students sought to evoke the due process clause of the Fourteenth Amendment for relief against invasion of constitutional freedoms.

II. Summary of Findings

1. The due process clause of the Fourteenth Amendment has been the mainspring for the expansion of constitutional rights to public school pupils.

2. The growth and expansion of student rights has been part of a broader extension of constitutional rights to members of our society heretofore denied that protection.

3. Public school pupils are guaranteed First Amendment rights of free speech, press, and assembly (free expression) as long as in the exercise of their expression they do not "materially and substantially" disrupt the educational process.

4. Public school pupils have been accorded only a small measure of Fourth Amendment protection prohibiting unreasonable searches and seizures. Due primarily to the growing drug problem, school officials have been given wide latitude to conduct searches and make seizures on school property.

5. Fifth and Sixth Amendment protections have been extended to public school pupils facing long-term suspensions or expulsion from school.

The courts have held that students shall be allowed; 1. Counsel. 2. Formal written notice of the changes. 3. A formal hearing. 4. Adequate time for both sides to prepare. 5. To be confronted by the witnesses against him. 6. The right to cross-examine witnesses. 7. A fair and impartial decision.

6. Efforts by students to have the Eighth Amendment (cruel and unusual punishment) made applicable to a public school have not been successful.

7. The federal courts are sharply divided over the right of male students to wear "long-hair" that violates prescribed dress codes.

III. Conclusions

The writer categorized the conclusions into impact on students and impact on school officials. The major conclusions were:

As a result of their constitutional protection students are becoming increasingly critical and concerned over their educationa institutions.

It would be far better for school officials to foster rather than resist or merely tolerate student constitutional rights.

Order No. 73-6707, 229 pages

A PROFILE OF THE TWELFTH-GRADE PUPIL ACTIVELY INVOLVED IN THE STUDENT-RIGHTS MOVEMENT IN THE PUBLIC SCHOOLS OF MONTGOMERY COUNTY, MARYLAND

Colin Gansert STEELE, Ed.D.
The George Washington University, 1972

In the last ten years, professional educators have gradually had to face a new and perplexing human challenge, the "student activist." The question arises, "Are these activist students essentially different from their nonactivist peers?" In appearance and behavior there seems little doubt that they are, but with regard to physical, mental, or emotional traits, the issue is open. This dissertation had as its purpose the deliberation and construction of an answer to that question.

In order to carry out this purpose, the study included identifying a group of twelfth grade pupils actively involved in the student-rights movement in the public schools of Montgomery County, Maryland. Various data were gathered on the sample, and a profile was drawn. Comparison was made between this activist profile and a nonactivist characterization developed from system-wide data on twelfth-graders.

Conclusions

1. In Montgomery County, twelfth-grade pupils involved in student-rights activism differ physically and mentally from those not so involved. this suggests some differentiation in curricula offerings.

2. Professional educators, administrators, and counselors in Montgomery County judge students engaged in student-rights activity as having different emotional make-ups than those not engaged. This suggests a need for differentiation in interpersonal relationships.

3. High school seniors in Montgomery County who actively associate with the student-rights movement are absent from school frequently enough to warrant re-examination of existing attendance regulations.

Recommendations

1. The secondary curriculum in Montgomery County public schools should be modified to utilize better the potential of student-rights activists. Two specific steps could be taken immediately: (a) ineffectual student government associations should be revitalized by granting them real, if limited, constitutional power. This would provide an opportunity for the practice of student rights and for change to be wrought from within the school establishment. (b) students with militant or activist leanings, in addition to or in lieu of part of their regular class work, should be allowed to do independent study in the field of human rights. Under staff tutelage, credit toward graduation could be earned.

2. Those local school personnel who are in daily contact with pupils actively involved in the student-rights movement, and who are the first to detect a "turning off" process in activist personalities, should contribute to the reversal of that process by employing innovative teaching techniques, such as shared course objectives; by using modern counseling methods, such as reality therapy; and by allowing experimental modes of communication, such as student ombudsmen.

Montgomery County school officials should recognize that the high school senior actively involved in student rights may be served best by having alternative patterns of school attendance opened up to him. Some suggestions include part-time internships, periodic volunteer community service, specific release-time to attend political and social activities, and open periods during the school day for on-campus, school-sponsored activities. Furtunately, a few secondary schools presently permit several of these options. All others should be encouraged to develop similar alternatives acceptable to their school settings.

Order No. 73-16,730, 168 pages.

AN ANALYSIS OF POLICIES AND PRACTICES IN SELECTED OKLAHOMA URBAN HIGH SCHOOLS WHICH INDICATE A COMMITMENT TO OR VIOLATION OF HUMAN RIGHTS

Melvin Richardson TODD, Ed.D.
The University of Oklahoma, 1973

Supervisor: Dr. Glenn R. Snider

The problem for this study was to discover and analyze policies and practices in Oklahoma urban high schools which indicated a commitment to or a violation of the fundamental human rights of students.

More specifically, the effort was designed to determine the extent to which high schools in Oklahoma's largest urban center recognized and provided opportunities for the development of understandings, responsibilities and behaviors consistent with certain human and civil rights as delineated by the Phi Delta Kappa Commission on Education and Human Rights and employed by that organization's Teacher Education Project in its publication, A Guide for Improving Teacher Education in Human Rights.

The study attempted to determine whether or not there were significant differences between the perceptions regarding school policies and practices by the following subject groups: (1) between males and females, (2) between blacks and whites, and (3) between high, middle, or low socio-economic levels.

Nine public high schools were included in the study. A Stratified Random Sample was drawn from each school with 347 twelfth grade students utilized as the total sample. There were 97 black students included, 48 of whom were females and the other 49 males. Of the 250 white students, 128 were females and 122 males. The total sample reflected 176 females and 171 males.

The results of the study indicated (1) a significant difference between the ratings of schools by respondents, (2) a significant difference between the ratings made by blacks and whites, (3) a highly significant interaction between the variables of sex and race, and (4) a significant interaction between the variables of race and socio-economic levels.

Seventy-one percent of the subjects were of the opinion that their schools sponsored exercises or activities that promoted a particular religious belief. Seventy-six percent of the subjects did not think that their school officials provided students opportunities to mix and interact in all school activities with students of different races. Seventy-five percent of the subjects did not agree that their schools provided an equal educational opportunity for all students regardless of academic ability, race, socio-economic or religious background.

Over half the subjects in the sample indicated that they were not allowed to participate meaningfully in the development of school rules and regulations relating to student behavior and conduct. Over a third of the subjects felt that their schools did not provide opportunities in some phase of their regular classwork for students to learn what their rights were

in relation to the Bill of Rights.

It was concluded from the findings of the study that minimal organized opportunities existed in all nine high schools for students to gain deeper insights, understandings and appreciations for the values and human rights which form the basis for American Democracy.

Order No. 73-23,909, 179 pages.

AUTHORITY, DISCIPLINE AND STUDENT RIGHTS

Donald Rhoads TUNNELL, Ed.D.
Temple University, 1973

There is often a good deal of confusion exhibited in discussions involving the concepts authority, discipline and student rights. In this dissertation I have attempted to provide philosophical analyses of those concepts and to work out a theory as to their place in an educational practice.

I argue that authority--"the right to make decisions that are binding upon others"--does have a place in an educational practice due to what we mean by "educational practice," and that teachers in an educational practice have authority over their students. Teachers have the authority rights that are granted to them by the practice although such rights are defeasible, and they have--by definition--the right to teach, if "teacher" is used in its role sense rather than in its occupation sense. The practice may, of course, limit the manner in which teachers exercise their authority; it may limit the manner in which discipline is carried out; it may grant students various rights (or it may be required to do so by the courts), and to grant students some rights may very well be to deprive teachers of some of theirs. Even though teachers have authority, there may be excusing conditions and mitigating circumstances such that students need not or should not follow the teacher's directives. (I make an assumption that simplifies the moral problems that are raised by such discussions, viz., I assume that there is no compulsory schooling.)

Teachers may be given the right to discipline their students. "To discipline" may mean "to punish," "to train," "to control," or "to make orderly." If a teacher is to discipline, i.e., to punish, a student, then he must be in authority over him. On occasion, it may be necessary to discipline, i.e., to control, a student if he is violating a particular set of norms the observance of which is necessary for the educational encounter to be effective. Various pedagogical models--e.g., the lecture model, the discussion model, the open classroom model--require different sets of norms in order to be effective. Hence, the occasion for disciplinary acts may differ from one pedagogical model to another. Some pedagogical models--those that employ educational tasks--allow the tasks to order the activities of the students, hence they allow and or promote autonomy and self-discipline. In such circumstances the need for authority and discipline may be reduced.

In order to decide how rights are to be distributed within an educational practice, it is necessary to understand what an educational practice is, and in order to understand that, one needs to understand why an educational practice is established Consideration needs to be given to the aims of the practice, its content, its organization and its participants in order to understand how rights are to be distributed. There are limits within which it is rational to distribute rights in such a practice: (a) what we mean by "educational practice" sets limits to the way in which rights can be distributed, and (b) there are limits to how rights can be distributed and yet have the practice be carried on effectively. There are also moral and legal limits to the ways in which rights can be distributed within an educational practice.

Recent court decisions suggest that judges are in the process of changing their conception of educational practices. Since conceptions of a practice are dependent upon a set of descriptions, the descriptions that have become common are important. The courts have recently begun to grant teachers and students certain rights. No longer does "respect for authority" justify unlimited administrator authority. The courts now, apparently, hold that administrators must be able to show that their use of authority maintains or promotes some legitimate function of the educational practice. The variety of ways in which rights can rationally be distributed is very wide, but some distributions would be logically absurd, some would defeat the aims of the practice, some would be immoral and some would now be illegal. Order No. 74-1831, 144 pages.

PROCEDURAL DUE PROCESS IN COLLEGE AND UNIVERSITY DISCIPLINE CASES

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Traditionally, colleges and universities in the United States have been accorded substantial discretion in the administration of student discipline. Recently, this situation has changed and the courts have established specific guidelines especially for public colleges and universities in order that the requirements of procedural due process be met.

The purpose of this study is to determine the extent to which procedural due process is being provided by colleges and universities in their disciplinary procedures. The provision of due process by the institutions is analyzed according to whether the institution is private, public, or sectarian; according to whether the institution offers a two year program, offers a four year program, grants a master's degree, or is a university; and according to the geographical region in which the institution is located.

The study presents a selected review of court cases, stated policies of professional organizations and groups, and observations and recommendations of lawyers and educators in regard to procedural due process in disciplinary procedures.

The data were obtained through a questionnaire sent to a 10 per cent random sample of the accredited colleges and universities in the United States. Of the 207 questionnaires sent, 183 were returned (88.4 per cent) and 173 were considered usable (83.5 per cent). The questionnaire material is supplemented with data from interviews with deans of students.

Seventeen elements of procedural due process compiled from court cases, stated policies of professional organizations and groups, and the literature are incorporated in the questionnaire.

To assist in the interpretation of the questionnaire data, due process is defined in terms of seven basic elements appropriate in college and university disciplinary proceedings stipulated by two federal courts and represent minimal, not exhaustive, requirements for the provision of due process.

All of the seven basic elements of due process are provided by 61 per cent of the institutions in the study while 99 per cent provide one or more of the elements. The provision of the additional elements of the total of seventeen are provided in substantial numbers.

Differences in the provision of due process according to institutional control were apparent. Private (independent) institutions provide less procedural due process than public institutions, but provide more procedural due process than sectarian (church-related) institutions.

Differences were also apparent according to institutional program. The universities and institutions granting master's degrees provide more procedural due process, with universities in the lead, than do the two year and four year institutions.

Differences by geographical region were discernible, but were less distinct than were the differences by type of control or type of program. Institutions in the southern region provide less procedural due process than institutions in the other regions.

Over 70 per cent of the deans reported they are satisfied

with their role in discipline. Seventy-five per cent of the deans in this group indicated their involvement in discipline is limited to either assigning a case to a judicial board or to sitting on, or being an adviser to that board.

The data indicate that deans are more satisfied with their role when they are less directly involved in discipline. Nearly 50 per cent of the deans reported that the main purpose of their disciplinary procedures are to protect the welfare of the student first and to protect the reputation of the institution second.

Order No. 73-15,031, 275 pages.